

**HIT 105**

# **Comprehensive Medical Terminology**

## **General Class Information**

### **Class Information\***

**Course Name:** HIT 105 Comprehensive Medical Terminology

**Course Number:** HIT 105 01OL 16263 W26

**Credits:** 5

**Quarter:** Winter 2026

**Classroom Date/Time:** Online, Canvas LMS

**Prerequisites:** None

### **Course Description:**

This course will provide the Health Information Technology, and other health career students, with a foundational body of knowledge in the language of medicine. It encompasses a study of roots, prefixes, suffixes; principles of word building, whole body and positional terminology; study of anatomical, physiological, pathophysiological, diagnostic, procedural, diagnostic, and symptomatic terms of body systems; and study of medical abbreviations, selected eponyms, selected acronyms, and clinical laboratory terminology.

### **Course Modality\***

This is a fully online course, with no in-person meetings! All course materials and activities are located in the online classroom.

### **Schedule and Location\***

The Online classroom is continuously Available throughout the term. A schedule of studies is included in the online classroom, and includes our schedule of topics studies, and the due dates for all graded work.

### **Catalog Description\***

This course will provide the Health Information Technology, and other health career students, with a foundational body of knowledge in the language of medicine. It encompasses a study of roots, prefixes, suffixes; principles of word building, whole body and positional terminology; study of anatomical, physiological, pathophysiological, diagnostic, procedural, diagnostic, and

symptomatic terms of body systems; and study of medical abbreviations, selected eponyms, selected acronyms, and clinical laboratory terminology.

### **Prerequisites\***

None

## **Textbooks & Supplemental Materials\***

- [Medical Terminology 2e](#) ( Links to an external site). Copyright © 2024 by Open Resources for Nursing (Open RN) is licensed under a [Creative Commons Attribution 4.0 International License](#), except where otherwise noted.
- Textbook and all additional study materials (including optional materials) are included in the online classroom.

## **Technology Required\***

### **Learning Materials**

#### **Hardware:**

- [Computer Specifications for Canvas](#)

#### **Note about Mobile Devices:**

Canvas is a mobile-friendly learning management system, but do not depend on mobile technology for all online course activities. Mobile technology can present some challenges in the following areas:

- - **Test taking:** If you lose your mobile connection in the middle of a test, you will not be able to re-enter any single-attempt exams.
  - **Uploading and downloading documents:** This can prove problematic on most mobile devices.
  - **Participating in discussions:** this can be problematic, but reading discussion posts works just fine

#### **Software:**

Your word processing software must be able to "Save As" **Word**, or **GoogleDocs** formatted documents.

Learn More about [Computer Requirements for Canvas](#)

### **Internet and eMail**

- High Speed DSL
- Cable or Satellite
- Web Browser: See [Which Browsers does Canvas Support](#) for more information. We recommend using either Firefox or Chrome. **No version of Internet Explorer is supported!**

Students must have a valid email account. It is strongly recommended that you use your **TCC eMail account** to prevent the system from classifying your communications as spam.

### **Required Computing Skills:**

- Send and receive email.
- Upload and download documents and internet files
- Navigate and effectively search internet
- Compose, revise and save word-processed documents
- Navigate PowerPoint and other graphic applications

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### **Professor Information**

#### **Professor Information\***

Kelley L. Meeusen, CSS, RHIT

**Office:** home

**Office Phone:** None

**Virtual Office Hours:** Monday - Friday, 8:00 a.m. - 7:00 p.m., Saturdays, 7:00 a.m. - Noon. If it is a dire emergency, you can call me on my personal cell phone: 360-932-9554

**You can call me:** Kelley or Teach

#### **Welcome Message:**

Welcome to HIT 105: Comprehensive Medical Terminology! I have been teaching Medical Terminology for TCC and other colleges in our State system for over 20 years. In fact, and don't act shocked, Medical Terminology is the only language besides American English that I am fluent in! If your goal is to find employment in health care as a health care professional, then Medical Terminology will quite likely prove to be the most important course you take in preparing for that career, because it is the language of medicine, and the language your co-workers will speak. And it is a hard course. There is no way around that, because learning a language is very hard if we are not in the infant stage of human development. So be prepared to

work, but I have done everything I can to make your learning of Medical Terminology as painless as possible.

### **Communication Policy\***

Communication between my students and myself, and between my students and each other is **a requirement of this course!**

- Students are expected to check their **Canvas Inbox** daily!
- Students are expected to notify me in advance (or as soon as possible) of any occurrence, situation, etc. that might delay their completion of required work within required time frames!
- **I will respond to all email, Canvas Inbox and Canvas Discussion inquiries within 24 hours** (usually sooner) Monday through Saturday, except holidays. My typical response time is under four hours.
- **I am online all Saturday mornings**, will check for student messages, but may not always reply depending on the seriousness of the inquiry.
- Notify me immediately if there is a situation that will impact your ability to participate in this course.
- Use [Canvas Conversations \(Inbox\)](#) for confidential questions or comments concerning grades, emergencies, sickness, etc.
- Use the [Class Chat Instructor Q & A Discussion](#) for course related inquiries or comments.
  - Students are expected to read the questions and comments posted in the Q&A Discussion, and may respond as they wish. There are many ways of explaining things, and your answer may help your classmates, better than mine.
  - Beware! I sometimes offer extra credit points to students who correctly answer classmate questions in the Q&A Discussion.

### **Class Policies and Procedures**

- **Attendance:** Attendance is not tracked in this class. However, it is expected that students will check into their online classroom daily!
- **Due Dates:** All assignments are due by 11:59pm the day of the due date, unless otherwise listed on Canvas.
- **Late work:** Late work is accepted within the same unit. For example, if you miss a Word Surgery assignment, you can still turn it in up to the closing date on that particular chapter.
- **Cell phones & other electronic devices:** Use of these devices are encouraged during class.
- **Children in class:** By college policy, children are only permitted in the physical classroom if approved by the instructor. I teach online courses and only online courses, most if not all of my students are likely attending class from their homes, I am a grandpa and a great grandpa, and I just genuinely like children. So, if I hear a child's voice in the background during one of your audio recordings for me, then I will count myself blessed!

- **Food/beverages in class:** Enjoy!
- **Group work:** There is no group work in this course.
- **Suspended operations:** In the event of the campus closing due to inclement weather, a power outage, or another unexpected event, please check your Canvas messages for updates on how we will adjust our course schedule. **In the event you are unable to access Canvas via the Portal**, please use this direct link:  
**<https://tacomacc.instructure.com/courses/coursenumberhere>.**

### **Classroom Concerns/Disputes/Final Grade Appeal Process\***

If you have questions or concerns about this class, please talk to me about them. If we are unable to resolve your concerns, you may talk next with our Program Chair, Corinne Jarvis. Her contact info is:

Corinne Jarvis, M.ED, RHIA, CHDA  
Program Director, [Health Information Programs](#)  
253-566-5077  
[cjarvis@tacomacc.edu](mailto:cjarvis@tacomacc.edu)

Ms. Jarvis can assist with information about additional steps, if needed. If you think that your final grade has been given in error, please see the [final grade appeal process](#).

### **Academic Dishonesty\***

In this class, academic dishonesty will result in a failing grade ("E") for the assignment or the quarter. Direct copying is prohibited, while incorrect citation and referencing will result in points taken off. I also reserve the right to remove any inappropriate posts on Canvas such as, but not limited to, profanity or plagiarism. In such a case, you will lose posting privileges and be given alternate assignments. **As stated in the TCC Catalog**, "*Students are expected to be honest and forthright in their academic endeavors. Cheating, plagiarism, fabrication or other forms of academic dishonesty corrupt the learning process and threaten the educational environment for all students*". The complete Administrative Procedure for Academic Dishonesty is available on the [TCC website](#).

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### **Professor and Student Expectations**

#### **Chosen Names and Pronouns**

You are welcome to call me "Kelley" or "Teach" (a nickname given me by twin students many years ago). I do not stand on formality.

#### **Professor Expectations**

I expect to be one of the best instructors you have experienced, even though you will likely never meet me in person!

As your professor, I will work to create an atmosphere that will encourage and support your mastery of course concepts. I expect to:

- - Get to know you and what your goals are for this class.
  - Talk with you individually at least one time during the quarter.
  - Maintain a safe and supportive learning environment.
  - Administer fair and equitable policies and procedures to all students.
  - Provide a schedule of activities that is clear and communicate changes by email and on Canvas.
  - Grade assignments, quizzes, etc. within one day after the stated due date. And if I can't for any reason, I will tell the class why!
  - Grade projects (if assigned) and make them available to students in class no later than one day after the stated due date.
  - Answer email within one business day.
  - Provide regular feedback and comments that are thorough and meaningful.
  - Be available for students during my office hours and by appointment and inform students of any changes to my office hours by Canvas.
  - Equip students with general skills applicable to multiple career paths.

### **Student Expectations**

This is really quite simple. I expect my students to:

- - Check into their classroom daily,
  - Check the Course [Schedule of Studies](#) daily,
  - Work and study hard,
  - Do their best; and most importantly,
  - Have fun!

### **Recommended Study Habits**

Almost all work in this course is, or can be, accomplished within your online classroom, but I hope that you spend time working outside the classroom. On average, a student can spend 3 - 4 hours a day, five days a week, working on this course. Averages mean nothing, and every student's time will be different, some more and some less.

I have tried to ensure that the workload is evenly distributed throughout the class, but if you find you have less than the normal amount of work one week, I suggest meeting with a classmate, going to the Writing and Tutoring Center, and/or attending a Supplemental Instruction (SI) session to review the concepts. Students who do well in this class are able to connect concepts within the class and beyond the class to their other classes and their personal

experiences. The more time you spend building connections with the class material to other areas of your life, the better!

### **Netiquette Guide for Online Courses**

Review [Netiquette Guidelines](#) posted in Week Zero Module.

- Treat your instructor(s) with respect, even in email or in any other online communication.
- Remember that all college level communication should have correct spelling and grammar.
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”.
- Use standard fonts that are optimized for online reading (e.g., sans serif) along with a consistent and readable size (12 or 14 pt.)
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons. Not everyone knows how to interpret them.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken literally or offensively.

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### **Learning Outcomes**

Review the [College Catalog](#) for Degree Learning Outcomes and Specialization Learning

### **Outcomes.**

Learning outcomes describe the measurable skills, abilities, knowledge or values that students should be able to demonstrate as a result of completing a course. They are student-centered rather than teacher-centered, in that they describe what the students will do, not what the instructor will teach. To learn more about specializations at TCC and their corresponding learning outcomes, visit the [College Catalog](#).

### **Course Learning Outcomes\***

Upon successful completion of this course, students should be able to:

1. Form and analyze medical terms after memorizing word elements (suffixes, roots, and prefixes). (CRT) (1)
2. Form singular, plural, and adjective forms of medical terms. (CRT) (1)
3. Spell medical terms. (CRT) (1)
4. Pronounce medical terms (CRT) (1)
5. Define medical terms (CRT) (1)
6. Identify selected and significant medical abbreviations and symbols. (CRT) (1)
7. Decipher terms used in medical reports (CRT, COM) (1)

8. Identify frequently encountered diagnostic and therapeutic procedures and describe conditions for which they are performed. (CRT) (1)
9. Identify basic structures of anatomy and functions of physiology. (CRT) (1)
10. Apply the above listed learning objectives to the following body systems:
  - Musculoskeletal System (Orthopedics)
  - Cardiovascular System (Cardiology)
  - Pulmonary System (Pulmonology)
  - Endocrine System (Endocrinology)
  - Skeletal System (Orthopedics)
  - Muscular System (Orthopedics)
  - Nervous System (Neurology)
  - Urinary System (Urology)
  - Male Reproductive System (Male Genitourology)
  - Female Reproductive System (Gynecology)
  - Obstetrics

## Instructional Methods Used

In this class, I use a mixture of core course content delivered by online written materials and audio/video recordings, and online learning activities. Students are expected to engage in learning materials, active discussion, practice activities and both formative and summative assessments of their learning. You can expect to:

- be engaged in daily online classroom readings, videos, activities, and/or assessments for this course;
- and to
- ask your instructor for clarifications, rather than expecting lectures.

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## TCC Student Policies

TCC works hard to create a vibrant learning culture where you can succeed. Please refer to the [college-wide standards and policies](#) that support this important work. Some of these policies include Religious Accommodations, Withdraw/Retakes, and the Student Code of Conduct.

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## Commitment to Equity, Diversity, and Inclusion

**Diversity:** TCC welcomes people all across the wide scope of races, colors, nationalities, ethnicities, sexual identities and orientations, genders, religions, political affiliations, physical abilities, economic backgrounds, professional histories, marital and parental statuses, and generations. Like our school, I value the diversity in our classroom because it enriches our



learning environment and deepens our understanding of others. Additionally, I hold an expectation my students will eventually cultivate a similar appreciation for such diversity.

**Equity:** TCC empowers our community through equitable access to opportunities, knowledge, and resources. We promote intercultural engagement, institutional responsibility and awareness of historical inequities and direct action toward overcoming systemic barriers to create a community where all people can be welcomed, heard, known, represented, and successful.

**Inclusion:** We will work together to create an environment in which everyone is treated with dignity and is offered a platform to contribute to our space. To this end, every student: **1)** has the right to be called by the name they wish and to have their name pronounced correctly; **2)** has the right to be referred to by the pronouns that they share; **3)** has the right to express their opinion without fear they are speaking for an entire identity group; and **4)** has the right to *respectfully* identify any barriers to their inclusion in the course without fear of being punished by the professor.

## Student Resources

During this quarter, you may encounter a need that goes beyond this class that affects your academic performance. We are here to help you be successful. You have access to great resources on campus and people ready to support you. Login to Canvas and access the **Student Resources** course to learn about some of these excellent resources.

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## Access and Accommodations

Your access in the learning environment is important to me. If you have already established disability accommodations with the Access Services office, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. You can request that Access Services email your Letter of Accommodation to me, or you can provide me with printed copies.

If you have a disability or health condition that may benefit from accommodations to ensure access and support success in this course—and have *not yet* established services, please contact Access Services at (253) 460-4437 or [access@tacomacc.edu](mailto:access@tacomacc.edu).

Access Services offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Services are established through an interactive process that begins with an intake appointment. Access Services is located in Building 7.

Furthermore, I am committed to working with each and every student to provide an appropriate learning environment to foster their learning.

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# Safety

We care about the safety of our campus and community and all of us are needed in order to create a safe and secure learning environment. Please review the full list of safety resources available to you, which are listed on our **TCC Ready website**. Please **program the Public Safety number into your cell phone (253-566-5111)** or 5111 from any campus phone (If this number is inoperable due to an emergency, dial **253-495-4146**) and [sign up for TCC Alerts!](#) to receive emergency notifications to your cell phone.

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## Course Outline



### Course Structure

I have kept the structure of this course very simple so that my students can focus on the course content, and to help my students keep track of graded activities and their due dates.

- This course is structured around a series of modules.
- Each module (except the orientation module) is based on one or more chapters of your textbook.
- Each module starts on a Monday, and ends on a Monday.
- Each module includes:
  - The Quiz and Exam section also includes an Assignment for submitting your Chapter Exam **Learn an A** corrections.
  - An **introduction** and **Learning Objectives**
  - a **Lectures section** that includes a chapter lecture narrated by the author of your textbook
  - a **Practice Labs** section with labs focusing on A & P, pathology, and procedures terminologies from the chapters being studied. The labs are structured as Canvas quizzes, but the scores do not count towards your grade.
  - A **Discussion section** with at least one discussion forum in each module. Note: all discussions have two due dates - the date by which your original reply to the discussion topic must be posted (always a Friday), and the date by which your required classmate reply must be posted (always the Monday the module closes).
  - A **Quiz and Exam section**. Each module includes both a spelling Quiz, and a Chapter Exam.
  - Some modules might include some **bonus features** for those of you who just want more or those who need more. Any optional material will be marked as such.

The following course outline is subject to change as each instructional period is dynamic

Module/Chapter	Module Dates	Graded Activity Due Dates
<p><b>Week Zero</b></p>	<p><b>12/29/25 - 1/5/26</b></p> 	<ul style="list-style-type: none"> <li>• <a href="#">Message Your Instructor (Optional)</a> : Due Midnight 1/9/26</li> <li>• <a href="#">Update your Profile (Optional)</a>: Due Midnight 1/9/26</li> <li>• <a href="#">Update your Notification Preferences (Optional)</a> : Due Midnight 1/9/26</li> <li>• <a href="#">Internet Search Assignment (Optional)</a>: Due Midnight 1/9/26</li> </ul>
<p><b>Module 1 – Introduction to Medical Terminology</b></p>	<p><b>1/5/26 – 1/12/26</b></p> 	<ul style="list-style-type: none"> <li>• <b>Module 1 Graded Discussion - Introductions:</b> <ul style="list-style-type: none"> <li>◦ <a href="#">Initial topic Reply</a>: Due 1/9/26</li> <li>◦ <a href="#">Classmate Replies</a>: Due 1/12/26</li> </ul> </li> <li>• <b>Assignments:</b> <ul style="list-style-type: none"> <li>◦ Module 1- <a href="#">Word Surgery</a>: Due 1/9/26</li> <li>◦ Module 1- <a href="#">Matching &amp; Spelling</a>: Due 1/9/26</li> <li>◦ Module 1 - <a href="#">Body Directions</a>: Due 1/9/26</li> <li>◦ Module 1- <a href="#">Body System &amp; Specialty Matching</a>: Due 1/12/26</li> </ul> </li> <li>• <b>Quiz:</b> <ul style="list-style-type: none"> <li>◦ <a href="#">Module 1 Test</a>: Due 1/12/26</li> <li>◦ <a href="#">Module 1 Test Learn An A</a> (Optional): Due 1/16/26</li> </ul> </li> </ul>
<p><b>Module 2: Gastroenterology</b></p>	<p><b>1/12/26 – 1/20/26</b></p> <p><b>Note:</b> 1/19/26 is a school holiday, and due dates have been adjusted</p>	<ul style="list-style-type: none"> <li>• <b>Module 2 Graded Discussion - Gastroenterology Field Trip:</b> <ul style="list-style-type: none"> <li>◦ <a href="#">Initial Topic Reply</a>: Due 1/16/26</li> <li>◦ <a href="#">Classmate Replies</a>: Due 1/20/26</li> </ul> </li> <li>• <b>Assignments:</b> <ul style="list-style-type: none"> <li>◦ Module 2 <a href="#">Word Surgery</a>: Due 1/16/26</li> <li>◦ Module 2 <a href="#">Analyze Medical Reports</a>: Due 1/16/26</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Module 2 <a href="#">Pronunciation of Selected Terms</a> (Digestive): <b>Due 1/20/26</b></li> <li>• <b>Quiz:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Module 2 Test: Due 1/20/26</a></li> <li>○ Module 2 Test <a href="#">Everyone Can Learn an A (Optional Extra Credit)</a>: <b>Due 1/23/26</b></li> </ul> </li> </ul>
<p><b>Module 3:</b> Pulmonology</p>	<p><b>1/20/26 – 1/26/26</b></p> 	<ul style="list-style-type: none"> <li>• <b>Module 3 Graded Discussion - Pulmonology Field Trip:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Initial Topic Reply</a>: <b>Due 1/23/26</b></li> <li>○ <a href="#">Classmate Replies</a>: <b>Due 1/26/26</b></li> </ul> </li> <li>• <b>Assignments:</b> <ul style="list-style-type: none"> <li>○ Module 3: <a href="#">Word Surgery</a>: <b>Due 1/23/26</b></li> <li>○ Module 3 <a href="#">Analyze Medical Reports</a>: <b>Due 1/23/26</b></li> <li>○ Module 3 <a href="#">Anatomy and Pathophysiology Matching</a>: <b>Due 1/23/26</b></li> <li>○ Module 3: <a href="#">Pronunciation of Selected Terms</a>: (Respiratory) <b>Due 1/26/26</b></li> </ul> </li> <li>• <b>Quiz:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Module 3 Test</a> (Timed): <b>Due 1/26/26</b></li> <li>○ <a href="#">Module 3 Test Everyone Can Learn An A</a> (Optional): <b>Due 1/30/26</b></li> </ul> </li> </ul>

**Module 4: Cardiology**

1/26/26 – 2/2/26



- **Module 4 Graded Discussion - Cardiology Field Trip:**
  - [Initial topic reply](#): Due 1/30/26
  - [Classmate Replies](#): Due 2/2/26
- **Assignments:**
  - Module 4: [Word Surgery](#), Due 1/30/26
  - Module 4: [Analyze Medical Reports](#), Due 1/30/26
  - Module 4: [Circulatory Sequencing Exercise](#), Due 1/30/26
  - Module 4: [Pathology & Treatments Matching](#), Due 1/30/26
  - Module 4: [Pronunciation of Selected Terms \(Cardiovascular\)](#), Due 2/2/26
- **Quiz:**
  - [Module 4 Test](#): Due 2/2/26
  - [Module 4 Test Everyone Can Learn A](#): Due 2/6/26



**Module 5:**  
Orthopedics - The  
Skeletal System

2/2/26 – 2/9/26

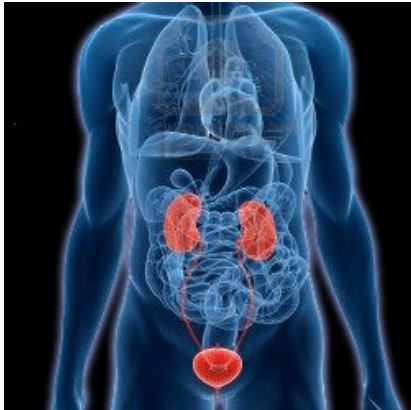

THE SKELETAL SYSTEM


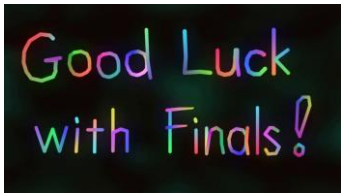


- **Module 5 Graded Discussion - Skeletal System Research:**
  - [Initial topic Reply](#): Due 2/6/26
  - [Classmate Replies](#): Due 2/9/26
- **Assignments:**
  - Module 5: [Word Surgery](#), Due 2/6/26
  - Module 5: [Analyze Medical Reports](#), Due 2/6/26
  - Module 5: [Diseases & Fracture Types Matching](#), Due 2/6/26
  - Module 5: [Pronunciation of Selected Terms \(Skeletal\)](#), Due 2/9/26
- **Quiz:**

		<ul style="list-style-type: none"> <li>◦ <a href="#">Module 5 Test</a>, Due 2/9/26</li> <li>◦ Module 5 Test <a href="#">Everyone Can Learn an A</a>, Due 2/13/26</li> <li>• <a href="#">Midterm Student Feedback Discussion (Optional Extra Credit)</a>, Due 2/9/26</li> </ul>
<b>Module 6:</b> Orthopedics - The Muscular System	<p style="text-align: center;"><b>2/9/26 – 2/17/26</b></p> <p><b>Note:</b> 2/16/26 is a school holiday, and due dates have been adjusted.</p> 	<ul style="list-style-type: none"> <li>• <b>Module 6 Graded Discussion - Muscular System Field Trip</b> <ul style="list-style-type: none"> <li>◦ <a href="#">Initial Topic Reply</a>: Due 2/13/26</li> <li>◦ <a href="#">Classmate Replies</a>: Due 2/17/26</li> </ul> </li> <li>• <b>Assignments:</b> <ul style="list-style-type: none"> <li>◦ Module 6: <a href="#">Word Surgery</a>, Due 2/13/26</li> <li>◦ Module 6: <a href="#">Analyze Medical Reports</a>, Due 2/13/26</li> <li>◦ Module 6: <a href="#">Anatomy &amp; Pathology Matching</a>, Due 2/13/26</li> <li>◦ Module 6: <a href="#">Pronunciation of Selected Terms</a> (Muscular), Due 2/17/26</li> </ul> </li> <li>• <b>Quiz:</b> <ul style="list-style-type: none"> <li>◦ <a href="#">Module 6 Test</a>, Due 2/17/26</li> <li>◦ <a href="#">Module 6 Test Everyone Can Learn an A</a>, Due 2/20/26</li> </ul> </li> </ul>
<b>Module 7: Neurology</b>	<p style="text-align: center;"><b>2/17/26 – 2/23/26</b></p> 	<ul style="list-style-type: none"> <li>• <b>Module 7 Graded Discussion - Neurology Research:</b> <ul style="list-style-type: none"> <li>◦ <a href="#">Initial Topic Reply</a>: Due 2/20/26</li> <li>◦ <a href="#">Classmate Replies</a>: Due 2/23/26</li> </ul> </li> <li>• <b>Assignments:</b> <ul style="list-style-type: none"> <li>◦ Module 7: <a href="#">Word Surgery</a>, Due 2/20/26</li> <li>◦ Module 7: <a href="#">Analyze Medical Reports</a>, Due 2/20/26</li> <li>◦ Module 7: <a href="#">Pronunciation of Selected Terms (Nervous System)</a>, Due 2/23/26</li> </ul> </li> <li>• <b>Quiz:</b></li> </ul>



		<ul style="list-style-type: none"> <li>◦ <a href="#">Module 7 Test</a>, Due 2/23/26</li> <li>◦ Module 7 Test <a href="#">Everyone Can Learn an A</a>, Due 2/27/26</li> </ul>
<b>Module 8: Urology &amp; Andrology</b>	<p>2/23/26 – 3/2/26</p> 	<ul style="list-style-type: none"> <li>• <b>Module 8 Graded Discussion - YOUR CHOICE Uroandrology Research!</b> <ul style="list-style-type: none"> <li>◦ <a href="#">Initial Topic Reply</a>: Due 2/27/26</li> <li>◦ <a href="#">Classmate Replies</a>: Due 3/2/26</li> </ul> </li> <li>• <b>Assignments:</b> <ul style="list-style-type: none"> <li>◦ Module 8: <a href="#">Word Surgery</a>, Due 2/27/26</li> <li>◦ Module 8: <a href="#">Analyze Medical Reports</a>, Due 2/27/26</li> <li>◦ Module 8: <a href="#">Pronunciation of Selected Terms (Muscular)</a>, Due 3/2/26</li> </ul> </li> <li>• <b>Quiz:</b> <ul style="list-style-type: none"> <li>◦ <a href="#">Module 8 Test</a>, Due 3/2/26</li> <li>◦ <a href="#">Module 8 Test Everyone Can Learn an A</a>, Due 3/6/26</li> </ul> </li> </ul>
<b>Module 9: Obstetrics &amp; Gynecology</b>	<p>3/2/26 – 3/9/26</p> 	<ul style="list-style-type: none"> <li>• <b>Module 9 Graded Discussion - OB/GYN Research:</b> <ul style="list-style-type: none"> <li>◦ <a href="#">Initial Topic Reply</a>: Due 3/6/26</li> <li>◦ <a href="#">Classmate Replies</a>: Due 3/9/26</li> </ul> </li> <li>• <b>Assignments:</b> <ul style="list-style-type: none"> <li>◦ Module 9: <a href="#">Word Surgery</a>: Due 3/6/26</li> <li>◦ Module 9: <a href="#">Analyze Medical Reports</a>: Due 3/6/26</li> <li>◦ Module 9: <a href="#">Pronunciation of Selected Terms (OB/GYN)</a>: Due 3/9/26</li> </ul> </li> <li>• <b>Quiz:</b> <ul style="list-style-type: none"> <li>◦ <a href="#">Module 9 Test</a>: Due 3/9/26</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>◦ <a href="#">Module 9 Test, Everyone Can Learn an A (Optional, Extra Credit): Due 3/13/26</a></li> </ul>
Module 10 - Endocrinology	<p>3/9/26 - 3/16/26</p> 	<ul style="list-style-type: none"> <li>• <b>Module 10 Graded Discussion - Creating a Disease:</b> <ul style="list-style-type: none"> <li>◦ <a href="#">Initial Topic Reply: Due 3/13/26</a></li> <li>◦ <a href="#">Classmate Replies: Due 3/16/26</a></li> </ul> </li> <li>• <b>Assignments:</b> <ul style="list-style-type: none"> <li>◦ Module 10: <a href="#">Word Surgery: Due 3/13/26</a></li> <li>◦ Module 10: <a href="#">Analyze Medical Reports, Due 3/13/26</a></li> <li>◦ Module 10: <a href="#">Hormone Matching Activity, Due 3/13/26</a></li> <li>◦ Module 10: <a href="#">Pronunciation of Selected Terms (Endocrine), Due 3/16/26</a></li> </ul> </li> <li>• <b>Quiz:</b> <ul style="list-style-type: none"> <li>◦ <a href="#">Module 10 Test, 3/16/26</a></li> <li>◦ Module 10 Test, <a href="#">Everyone Can Learn an A, (Optional, Extra Credit), Due 3/20/26</a></li> <li>◦ </li> </ul> </li> </ul>
Final Exam Week	<p>3/17/26 – 3/20/26</p> 	<p><a href="#">Comprehensive final Exam: due midnight 3/20/26!</a></p> <p><b>No extensions</b></p> <p><b>No Retakes</b></p> <p><b>No Learn an A Corrections!</b></p>

### Grade Scheme

The following grading standards will be used in this class:



## Grading Scale

Grade	Range
A	92% to 100%
B	83% to < 92%
C	76% to < 83%
D	64% to < 76%
E	0% to < 64%

### Syllabus Subject to Change

**Please note:** This syllabus is subject to change. Students will be notified of any changes as soon as possible using multiple means of communication. Please check Canvas for the most updated schedule and assignment list during the quarter.

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